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ABSTRACT

The essays in this collection bring together the experiences and insights of teachers involved in teacher research and learning to work with others. The essays provide an unvarnished view of the tensions that arise between teachers and their university collaborators and the problems involved in balancing teaching and research agendas. The following essays are included: (1) "Developing the Habits of Organic Inquiry" (Betty Shockley Bisplinghoff); (2) "Cacaphony to Symphony: Memoirs in Teacher Research" (Karen Hankins); (3) "Ownership and the Well-Planned Study" (Ann Keffer, Debby Wood, Shelley Carr, Leah Mattison, and Barbara Lanier); (4) "Keeping Students at the Center of Teacher Research" (Georgiana Sumner, Johni Mathis, and Michelle Commeyras); (5) "The Importance of Research Partnerships, the Power of a Research Community" (Patti McWhorter, Barbara Jarrard, Mindi Rhoades, Beth Tatum, and Buddy Wiltcher); (6) "Extended Engagements: Learning from Students, Colleagues, and Parents" (JoBeth Allen and Betty Shockley Bisplinghoff); (7) "Potential Engagements: Dialogue among School and University Research Communities" (JoBeth Allen and Betty Shockley Bisplinghoff); and (8) "Teacher Research: It's a Jungle Out There" (Ann Keffer). An appendix presents the preliminary research questions of the School Research Consortium. Each essay contains references. (SLD)

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